World Cultures Lesson Plan Unit 1, 5 class periods – lesson 5

Daniel 6th Grade World Cultures Week of September 14, 2016

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| TEKS objective(s) addressed  Learning Targets   * I can compare various world regions and countries using data from geographic tools. * I can explain the relationship between geographic factors and patterns of population in places and regions. * I can accurately use social studies terminology.   Language Objective   * I will show comprehension of English text about the similarities between select world regions. * I will write using ACES, comparing two regions of the world.   TEKS:  6.3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?  6.3C Compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models  6.4B Identify and explain the geographic factors responsible for patterns of population in places and regions.  6.4F Identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.  6.22A Use social studies terminology correctly.  ELPS:  C.3F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.  C.3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.  C.3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.  CCRS:  1.A1 Use the tools and concepts of geography appropriately and accurately.  1.A5 Analyze how various cultural regions have changed over time.  4.A1 Identify and analyze the main idea(s) and point(s)-of-view in sources.  21st Century Skill: Critical Thinking |
| Guiding Question: How are \_\_\_ and \_\_\_\_ similar in terms of their human geography and settlement patterns? How are they different? |
| Do Now: Bounce Stem – QSSSA Use SS6\_ComparingRegions\_QSSSA\_PowerPoint\_Unit\_1.pptx |
| Vocabulary   |  |  | | --- | --- | | regions | physical region | | human (cultural) region |  | |
| New Learning – Research & Think Aloud  Using  [SS6\_ComparingRegions\_JuniorScholasticAlmanac\_Unit\_1](https://files.itslearning.com/data/2517/462202/Unit%201/Comparing%20Regions/SS6_ComparingRegions_JuniorScholasticAlmanac_Unit_1.pdf) & [SS6\_ComparingRegions\_CountryComparison\_Unit\_1.docx](https://files.itslearning.com/data/2517/462202/Unit%201/Comparing%20Regions/SS6_ComparingRegions_CountryComparison_Unit_1.docx) Students research, compare and contrast information about countries in select world regions. Look at the first page (yellow page) of the World Affairs Annual Almanac. If you scroll down about halfway through the page, you will see a chart with various descriptions surrounding it. We will use this information to learn what kinds of information the almanac will provide.  Focus on urban population percentage, languages, literacy rate, life expectancy, and per capita GDP. Notice how literacy rate and life expectancy are above and below one another, and per capita GDP is just to the right of literacy rate. These numbers will appear this way throughout the almanac. Read through the explanations provided for each topic or category before moving on.  Read the first paragraph SLOWLY, stopping immediately after you have read the explanation to talk about what you are visualizing, predicting, questioning, comparing or determining cause and effect.  Possible Think Aloud statements/questions:   * This reminds me of Houston. Houston is an urban area with a little over 2 million people living here. * I wonder how many people in Texas live in urban areas? * I wonder how many people in the entire United States live in urban areas?   For one minute, have students practice with a shoulder partner using the description for languages. Thereafter, have student volunteers read the remaining descriptions using the strategy.  Look through the information as see how it’s divided. Notice that starting on page 13, the almanac is divided by continent. We will use the first continent featured, North America, and the country that we live in, the United States, to complete the first row of the comparison chart. On page 13, and from the chart entitled North America, find the United States. Now, with your finger, move to the right and find the urban population percentage. Model filling out the first row.  Students complete the chart on their own choosing 4 different countries. Give 10 Minutes.  Answer the questions orally calling on students. |
| ACES  Use [SS6\_Comparing\_Regions\_ACES\_Unit\_1.docx](https://files.itslearning.com/data/2517/462202/Unit%201/Comparing%20Regions/SS6_Comparing_Regions_ACES_Unit_1.docx) Comparing Regions writing sample. Complete it together modeling it. One commonality that United States and Mexico share are their similar urban population percentages. Another commonality is the life expectancy for men and women in both countries. |
| Assessment:  ACES Formal Writing - You will have 15 minutes to complete this activity.  Use this time to monitor student progress and speak one-on-one with struggling writers or pull in small groups |
| Closure:  Revisit Learning Targets and complete post-assessment  Tweet out big idea |
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Modification:

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| ESL: | Special Education: |
| Working with a partner  Guided material  Spanish/ English Dictionaries  Subtitles on video  Translated work | Students with IEP and 504 pans will receive accommodations per their individual needs.  Highlighting, different colors, dictionaries, extended time, etc  Lessons will be modified to fit academic, and Pre-AP Students |

Homework: